

BENWAY SCHOOL

Health and Wellness

Grade: 11

Credits: 5



Benway School

Unit 1

Content Area: Health

Unit Title: Wellness, Goal Setting & Decision Making

Grade Level: 11

Unit Overview: Throughout this unit, students will come to understand...

- The importance of mental, emotional, social and physical health in living a healthy lifestyle.
- Life skills are strategies and tools to maintain, protect and improve all aspects of health.
- How to develop and maintain an ongoing evaluation of factors impacting health and modify lifestyle behaviors accordingly.
- The advantages and disadvantages of adult decisions (budgeting to afford: dwelling place, plan a wedding, have a child, etc.) based on career choices and appropriate decisions making skills.
- How to make responsible decisions and set goals that will lead to a healthy lifestyle and help give a direction and purpose in life.
- To shape a successful future, it is important to set goals.

Recommended Pacing: 2-3 weeks

Student Learning Objectives	NJSLS
Illustrate short and long-term examples, as well as consequences, of both healthy and unhealthy decision making on friends, family and others	2.2.12.B.1 2.2.12.B.2
Illustrate short and long-term examples, as well as consequences, of both healthy and unhealthy decision making on friends, family and others	2.1.12.B.1 2.1.12.B.2
Compare and contrast the short- term versus long- term effects of people who are physically active versus people who are physically inactive and the implications on their personal wellness	2.6.12.A.1
New Jersey Student Learning Standards	Progress Indicator
Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.	2.1.12.B.1
Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries	2.1.12.B.2
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	2.2.12.B.1
Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers	2.2.12.B.2
Compare the short- and long-term impact on wellness associated with physical inactivity.	2.6.12.A.1
New Jersey Student Learning Standards Technology	Indicator
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1

Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Wellness, holistic, lifestyle factors, quality of life, physical health, mental health, social health, self-esteem, goal, decision, risk, consequence, self, personality, values, heredity, emotions, stress, fatigue, stressor, time management, phobia, hypochondria, schizophrenia, Manic depressive disorder, anxiety disorders, psychiatrist, ambition, challenge, barrier, purpose, action plan, setback, persistence, coping, support system	
Evidence of Learning	
Suggested Assessments:	
<ul style="list-style-type: none"> ● Presentations ● Class discussions and debates ● Make connections to the outside world and own life ● Homework 	

<ul style="list-style-type: none"> ● Tests/quizzes ● Essays/compositions ● Reports ● Notebook assignments ● Peer evaluations ● Daily oral language ● Notebook Check ● Chapter Reviews 	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Differentiated Instructional Groups and Activities ● Small group/ large group discussion ● Investigation of key concepts & principles ● Group Work ● Presentations ● Research Health information on computer or Health Journals ● Lesson Reviews ● Develop an action plan for a personal health goal ● Role Playing ● Class Debates ● Presenting and writing about current events 	
<p>Instructional Materials:</p> <ul style="list-style-type: none"> ● Textbook ● G-Suite ● Notebooks ● Computers ● Large presentation boards ● Smartboard ● Overhead projector ● Scissors ● Tape 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> ● Textbook ● www.NJASPERD.org ● www.brainpop.com ● www.kidshealth.com/classroom ● www.advocatesforyouth.org ● www.quizlet.com 	
<p>Modifications & Accommodations:</p> <p><i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i></p>	
<p><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p>	<p><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments

<ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<ul style="list-style-type: none"> ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily

<ul style="list-style-type: none"> ● Encourage student to proofed assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments
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Benway School
Unit 2
Content Area: Health
Unit Title: Nutrition and Lifelong Fitness
Grade Level: 11
<p>Unit Overview: Throughout this unit, students will come to understand...</p> <ul style="list-style-type: none"> ● How to determine what foods you can eat to obtain the nutrients that are essential. ● How to plan a nutrient enriched menu using the USDA Food Pyramid guidelines and the Nutrition Facts on food labels. ● How to make healthy food choices and analyze key nutrients in a food product. ● How to explain the importance of and how to maintain a healthy weight.

- The role of the 6 types of nutrients needed by the human body.

Recommended Pacing: 2-3 weeks	
Student Learning Objectives	NJSLS
Identify the short- and long-term consequences of making healthy and unhealthy decisions about the use of alcohol, tobacco, and drugs, and how they affect oneself, friends, family and others.	2.2.12.B.1
Compare and contrast the physical and behavioral effects that commonly abused substances have on the body of adolescents	2.3.12.B.1
Debate the various health, legal and financial consequences of the use, sale and possession of illegal substances	2.3.12.B.2 2.3.12.B.5
New Jersey Student Learning Standards	Progress Indicator
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	2.2.12.B.1
Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	2.3.12.B.1
Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.	2.3.12.B.2
Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.	2.3.12.B.5
New Jersey Student Learning Standards Technology	Indicator
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1

Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12

Key Vocabulary Words

Nutrient, calorie, protein, amino acids, essential amino acids, complete proteins, incomplete proteins, carbohydrates, simple carbohydrates, complex carbohydrates, fiber, fats, saturated fats, cholesterol, unsaturated fats, water, vitamins, minerals, Food Guide Pyramid, physical fitness, physical activity, exercise, endorphin, metabolic rate, lifestyle, life expectancy, heart disease, heat exhaustion, heat stroke, frostbite, hypothermia, core muscles, intensity, cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, body composition, caliper, agility, balance, coordination, power, reaction time, speed, velocity, load, acceleration, force, equilibrium, range of motion, extension, hyperextension, cardiovascular system, respiratory system, Fitnessgram

Evidence of Learning

Suggested Assessments:

- Presentations
- Class discussions and debates
- Make connections to the outside world and own life
- Tests/quizzes
- Essays/compositions
- Reports
- Notebook assignments
- Peer evaluations
- Daily oral language
- Notebook Check
- Chapter Reviews

Learning Activities:

- Differentiated Instructional Groups and Activities
- Small group/ large group discussion
- Investigation of key concepts & principles
- Group Work
- Presentations
- Research Health information on computer or Health Journals
- Lesson Reviews
- Develop an action plan for a personal health goal
- Role Playing
- Class Debates

<ul style="list-style-type: none"> ● Presenting and writing about current events 	
Instructional Materials: <ul style="list-style-type: none"> ● Textbook ● G-Suite ● Notebooks ● Computers ● Large presentation boards ● Smartboard ● Overhead projector ● Scissors ● Tape 	
Teacher Resources: <ul style="list-style-type: none"> ● Textbook ● www.NASPE.org ● www.NJAHPERD.org ● www.choosemyplate.gov ● www.foodpyramid.com ● www.brainpop.com ● www.kidshealth.com/classroom ● www.advocatesforyouth.org ● www.quizlet.com 	
Modifications & Accommodations: <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers

<ul style="list-style-type: none"> ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p>

<ul style="list-style-type: none"> ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments
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Benway School	
Unit 3	
Content Area: Health	
Unit Title: Injury Prevention & Safety, Emergency Situations, First Aid & CPR	
Grade Level: 9	
<p>Unit Overview: Throughout this unit, students will come to understand...</p> <ul style="list-style-type: none"> ● How to assess and evaluate common, minor and major medical emergencies and provide appropriate care. ● Immediately responding to an emergency with the appropriate first aid treatment can mean the difference between life and death. ● Emergency Action Plan (Check, Call, Care) ● The benefits of being physically active and practice specific skills to improve personal fitness. ● The safety precautions associated with physical activity and how to avoid injuries. 	
Recommended Pacing: 2-3 weeks	
Student Learning Objectives	NJSLs
Determine effective prevention and intervention strategies for dating and domestic violence.	2.4.12.A.5
Research and evaluate information that supports abstinence from sexual activity using reliable research data	2.4.12.B.2
Compare and contrast the factors (risk-reduction, risk elimination) that may influence the choice, use, and effectiveness of contraception.	2.4.12.B.3
Explore the factors that affect the decision to become a parent.	2.4.12.C.7
New Jersey Student Learning Standards	Progress Indicator
Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).	2.4.12.A.5
Evaluate information that supports abstinence from sexual activity using reliable research data.	2.4.12.B.2

Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	2.4.12.B.3
Analyze factors that affect the decision to become a parent.	2.4.12.C.7
New Jersey Student Learning Standards Technology	Indicator
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1
Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
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Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
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Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Personal safety, cyberbullying, fire extinguisher, smoke alarm, carbon monoxide, frostbite, hypothermia, strain, soft tissue injury, muscle atrophy, muscle hypertrophy, fractures, RICE (rest, ice,	

compression, elevation), compound, stress, tennis elbow, dislocation, torn cartilage, cardiac arrest, respiratory arrest, chest compressions, resuscitation, cyanosis, clinical death, biological death, airway obstruction, ABC (airway, breathing, circulation), First Aid, abdominal thrust (Heimlich Maneuver), automated external defibrillator (AED), heart attack, hyperglycemia, hypoglycemia, shock, stroke, abrasion, burn, Cardiopulmonary Resuscitation (CPR), diaphoresis, dyspnea, fainting, heat stroke, heat exhaustion, laceration, poisoning, puncture, wound

Evidence of Learning

Suggested Assessments:

- Presentations
- Class discussions and debates
- Make connections to the outside world and own life
- Homework
- Tests/quizzes
- Essays/compositions
- Reports
- Notebook assignments
- Peer evaluations
- Daily oral language
- Notebook Check
- Chapter Reviews

Learning Activities:

- Differentiated Instructional Groups and Activities
- Small group/ large group discussion
- Investigation of key concepts & principles
- Group Work
- Presentations
- Research Health information on computer or Health Journals
- Lesson Reviews
- Develop an action plan for a personal health goal
- Role Playing
- Class Debates
- Presenting and writing about current events

Instructional Materials:

- Textbook
- G-Suite
- Notebooks
- Computers
- Large presentation boards
- Smartboard
- Overhead projector
- Scissors
- Tape

Teacher Resources:

- Textbook
- Red Cross
- American Heart Association (AHA)

- School Trainer (Joanna Salway – AHA Certified Instructor)
- www.NASPE.org
- www.NJASPERD.org
- www.brainpop.com
- www.kidshealth.com/classroom
- www.advocatesforyouth.org
- www.quizlet.com

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p align="center"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p align="center"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
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- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
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- Encourage student to proofread assignments and tests
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Benway School

Unit 4

Content Area: Health

Unit Title: Drugs, Alcohol and Mental Health

Grade Level: 11

Unit Overview: Throughout this unit, students will come to understand...

- The role of an individual’s mental and emotional stability and its impact on social interactions.
- Stress can affect people in positive and negative ways.
- How to compare the negative impact of various eating disorders.
- Alcohol’s effects on the body and brain.
- The dangers of using drugs and alcohol, their effects and why children should practice abstinence for drugs and alcohol.
- The dangers of using illegal drugs such as inhalants, marijuana, stimulants, anabolic steroids, narcotics, and hallucinogens.
- The stages of addiction and dependency and realize these will impact the individual, the family and society.

Recommended Pacing: 2-3 weeks

Student Learning Objectives	NJSLS
Compare and contrast the impact that competition may have on personal character development and how it may affect one’s overall personal wellness.	2.2.12.C.1
Analyze the emotional and social impact of mental illnesses on society and how advances in medical technology for their diagnosis and treatment can improve one’s quality of life.	2.1.12.C.3 2.1.12.C.4
Differentiate between healthy and unhealthy relationships (abuse and assault), what to do if assaulted, and how to protect oneself, using available resources.	2.1.12.D.2
New Jersey Student Learning Standards	Progress Indicator
Analyze the impact of competition on personal character development.	2.2.12.C.1
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.	2.1.12.C.3
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.	2.1.12.C.4
Explain ways to protect against abuse and all forms of assault and what to do if assaulted.	2.1.12.D.2
New Jersey Student Learning Standards Technology	Indicator
Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	8.1.12.C.1
Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	8.1.12.D.1

Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	8.1.12.D.2
Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	8.1.12.F.1
New Jersey Student Learning Standards 21st Century Life and Career Skills	Indicator
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Identify transferable career skills and design alternate career plans.	9.2.12.C.3
Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	9.2.12.C.6
Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	9.2.12.C.7
Analyze the correlation between personal and financial behavior and employability.	9.2.12.C.9
Review career goals and determine steps necessary for attainment.	9.2.12.C.1
Career Ready Practices	Indicator
Act as a responsible and contributing citizen and employee.	CRP1
Apply appropriate academic and technical skills.	CRP2
Attend to personal health and financial well-being.	CRP3
Communicate clearly and effectively and with reason.	CRP4
Consider the environmental, social and economic impacts of decisions.	CRP5
Demonstrate creativity and innovation.	CRP6
Employ valid and reliable research strategies.	CRP7
Utilize critical thinking to make sense of problems and persevere in solving them.	CRP8
Model integrity, ethical leadership and effective management.	CRP9
Plan education and career paths aligned to personal goals.	CRP10
Use technology to enhance productivity.	CRP11
Work productively in teams while using cultural global competence.	CRP12
Key Vocabulary Words	
Absorption, addiction, alcoholic beverage, anabolic, barbiturate, carcinogen, delusion, dependence, depressants, designer drugs, drug abuse, drug use, environmental tobacco smoke (ETS), gateway drug, hallucination, hallucinogen, illusion, inhalant, medicine, nicotine, over the counter medicine (OTC), physical dependence, prescription medication, psychological dependence, mainstream smoke, side effect, steroids, stimulants, synergism, THC, tranquilizer, tolerance, withdrawal, intoxicated, blood alcohol concentration (BAC), cirrhosis, ulcer, alcohol abuse, alcoholism, binge drinking, minor, refusal skills, depressant, Al-Ateen, Al-Anon, Alcoholics Anonymous, fetal alcohol syndrome (FAS), designated driver, blackout, oxidize, sober, liver, ethanol, hangover, cocaine, lysergic acid diethylamide (LSD), opium, PCP (angel dust), sedatives, fight or flight, adrenaline, mental disorder, organic disorder, functional disorder, anxiety disorder, phobia, obsessive compulsive disorder (OCD), general anxiety disorder, panic disorder, post-traumatic stress disorder (PTSD), somatoform disorder, hypochondria, affective disorder, clinical depression, manic-depressive disorder, personality disorder,	

antisocial personality disorder, schizophrenia, therapy, distress, eustress, stress, fatigue, defense mechanism

Evidence of Learning

Suggested Assessments:

- Presentations
- Class discussions and debates
- Make connections to the outside world and own life
- Tests/quizzes
- Essays/compositions
- Reports
- Notebook assignments
- Peer evaluations
- Daily oral language
- Notebook Check
- Chapter Reviews

Learning Activities:

- Differentiated Instructional Groups and Activities
- Small group/ large group discussion
- Investigation of key concepts & principles
- Group Work
- Presentations
- Research Health information on computer or Health Journals
- Lesson Reviews
- Develop an action plan for a personal health goal
- Role Playing
- Class Debates
- Presenting and writing about current events

Instructional Materials:

- Text
- G-Suite
- Notebooks
- Computers
- Large presentation boards
- Smartboard
- Overhead projector
- Scissors
- Tape

Teacher Resources:

- Textbook
- www.NASPE.org
- www.NJASPERD.org
- www.brainpop.com
- www.kidshealth.com/classroom
- www.advocatesforyouth.org
- www.quizlet.com

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<p style="text-align: center;"><u>Gifted and Talented</u> <i>(content, process, product, and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of cultural topics ● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	<p style="text-align: center;"><u>English Language Learners</u></p> <p>Modifications:</p> <ul style="list-style-type: none"> ● Modified assignments ● Native language translation (peer, online assistive technology, translation device, bilingual dictionary) ● Extended time for assignment completion as needed ● Highlight key vocabulary ● Use graphic organizers
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments, ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
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